Dates: **September 10 – November 6, 2026**	**Subject:** **Health**
Grades: **K-8 SA, K-5 AA**	

Enduring Understanding	I can identify my feelings. I can express my feelings appropriately. I can understand how my actions affect others.
Essential Questions	How can I express my feelings in a positive way? How can I identify my feelings? How do my actions affect those around me? How can I express myself appropriately?
Culminating Task (Including DOK terms in bold)	*Understanding and Expressing Feelings* In this 8-week unit, referencing The Multiple Means Learning (MML) approach and using Preferred Mode of Communication (PMC), students will construct a report of information about understanding and expressing feelings by: ● Identifying various emotions in a variety of ways. ● Recognizing why it is important to understand emotions/feelings. ● Comparing their feelings to those of another peer/teacher (with support) ● Developing ways to monitor personal behavior ● Connecting how feelings are linked to self-control and how to remain calm when upset Culminating Task Ideas: *(These are suggestions for how to display the culminating task. They may also serve as a springboard for you to come up with your own idea)* ● Photographs of students completing various activities (photo book) ● Create a feelings board to summarize concepts learned ● Create a report of information about the interrelationship of physical, mental, and social-emotional health.
Duration of Unit	40 teaching days
NYS Next Generation Learning Standards Addressed Across Grades	KR1, KR2, KW2, KSL4, KL6, KRF3 1R1, 1R2, 1W2, 1SL4, 1L6, 1RF3 2R1, 2R2, 2W2, 2SL4, 2L6, 2RF3 3R1, 3R2, 3W2, 3SL4, 3L6, 3RF3 4R1, 4R2, 4W2, 4SL4, 4L6, 4RF3 5R1, 5R2, 5W2, 5SL4, 5L6, 5RF3 6R1, 6R2, 6W2, 6SL4, 6L6 7R1, 7R2, 7W2, 7SL4, 7L6 8R1, 8R2, 8W2, 8SL4, 8L6
Learning Standards for Career Development	Standard 3a – Universal Foundation Skills: Students will demonstrate mastery of the foundation skills and competencies essential for success in the workplace.

Assessments to Be Used	Measures to assess progress may include portfolios, quizzes, tests, notebooks, journals, sketchbooks, student work samples/ portfolios, rubrics, self-evaluations, presentations, teacher observations, homework assignments, and culminating tasks.
Materials (including virtual platforms) addressing standards and objectives for this unit	HealthSMART Social Emotional Learning Teacher made materials Classroom libraries Mosaic Curriculum Books Sora Internet Google Classroom Google Docs/Slides/Forms Rethink
Culturally Responsive Texts	The following books were selected from the Mosaic Curriculum and serve as a sampling of what the Mosaic Curriculum has to offer for meaningful integration of a culturally responsive and sustaining educational framework.
	Marcus Vega Doesn't Speak Spanish Finding Home Go Show the World Crown: An Ode to the Fresh Cut Looking Like Me Roll with It Ana Maria Reyes Does Not Live in a Castle My Cold Plum Lemon Pie Bluesy Mood Imagina For Black Girls Like Me Just Like a Mama Julian is a Mermaid Our Favorite Day of the Year Don't Hug Doug You Are Enough Our Skin: A First Conversation About Race Islandborn I Am Famous All the Way to the Top Pedro, First Grade Hero Cool Cuts Brave Hey Black Child Jabari Jumps 13 Ways of Looking at a Black Boy Black Boy Joy

Key Terms/Vocabulary	**Vocabulary from books chosen for unit:** **Sight words:**
Key Student Learning Targets (IEP Goals: Demonstrating Knowledge of Students)	FOR YOUR USE—IDENTIFYING SPECIFIC STUDENT SKILLS THAT YOU WISH TO ADDRESS

***Please note**: Make sure that you know each student's PMC and MML so that teaching points can be adjusted to best meet student needs.*		**HEALTH TEACHING POINTS**		
I can express my feelings in a variety of ways. (smiling, gesturing, vocalizing)	I can read nonfiction books/ adapted texts about feelings and emotions.	I can use pictures/ modeling/ video clips to gain information	I can create a circle map to identify basic feelings and emotions using PMC.	I can create a "Feel Wheel" to express my emotions
I can identify how my feelings affect my actions using a Multi-Flow Map.	I can make an observation about another person's feelings (peer)	I can make an observation about another person's feelings (teacher)	I can show enjoyment in an activity by smiling, laughing or gesturing (e.g., giving a thumbs up)	I can use self-regulation strategies to control my emotions.
I can communicate/express when I am feeling frustrated or angry.	I can engage in the writing process to complete a report of information about a specific emotion.	I can self-assess my performance throughout the unit	I can assess my peers' performance throughout the unit	I can participate in an end of unit celebration with my peers.
Window or Mirror? I can practice literacy skills and use technology to consider if a text is a window or mirror. I can decide if the author, speaker, character, or content reflects my lived experiences or identity (mirror) – or provides a window into the lived experiences of people whose identities differ from mine. (Select a text from the Mosaic Curriculum Books, Sora's online library, etc., such as: *My Cold Plum Lemon Pie Bluesy Mood* by Tameka Fryer Brown)				

LITERACY ALIGNMENT		
Discussion techniques Following directions Vocabulary building Reading Speaking and listening	Self-assessment Peer-assessment Writing Conversation Internet skills	Using graphic organizers Group discussion Asking and answering questions Turn-taking Conversation

RETHINK ALIGNMENT FROM ACADEMIC LIBRARY		
Labeling Pictures Describing Pictures Describing drawings Retelling stories	Describing cause and effect Having a scripted conversation Sustaining a conversation about a topic Identifies Emotions Labels Emotions	Puts words in order to form a sentence Writing words corresponding to pictures Matches words Matches words to pictures

Marking Period 1 HEALTHSmart Curriculum Components	
GRADE K	● Explain the importance of talking with parents and other trusted adults about feelings. ● Identify appropriate ways to express and deal with feelings. ● Explain the relationship between feelings and behavior. ● Explain why it is wrong to tease or bully others based on personal characteristics. ● Explain why it's important to accept differences in others. ● Identify the influence of family on personal health. ● Identify trusted adults who can help promote health. ● Demonstrate how to ask for help with strong feelings. ● Demonstrate self-control strategies for dealing with anger.
GRADE 1	● Explain the importance of talking with parents and other trusted adults about feelings. ● Identify appropriate ways to express and deal with feelings. ● Explain the relationship between feelings and behavior. ● Describe the difference between bullying and teasing. ● Explain the importance of respecting the personal space and boundaries of others. ● Explain why it is wrong to tease or bully others based on personal characteristics. ● Identify the benefits of healthy family relationships. ● Identify the benefits of healthy peer relationships. ● Identify trusted adults who can help promote health. ● Identify how family influences personal health. ● Demonstrate how to encourage peers to make healthy choices.
GRADE 2	● Explain the importance of talking with parents and other trusted adults about feelings. ● Identify appropriate ways to express and deal with feelings. ● Explain the relationship between feelings and behavior. ● Describe the difference between bullying and teasing. ● Explain the importance of respecting the personal space and boundaries of others. ● Explain why it is wrong to tease or bully others based on personal characteristics. ● Identify the benefits of healthy family relationships. ● Describe how families grow and change. ● Identify how family influences personal health. ● Describe how their bodies have changed and grown since they were babies. ● Explain why it is important to accept differences in others. ● Demonstrate self-control strategies for dealing with troublesome feelings. ● Demonstrate asking for help with troublesome feelings.

GRADE 3	● Identify characteristics of a mentally and emotionally healthy person. ● Explain what it means to be mentally or emotionally healthy. ● Describe the relationship between feelings and behavior. ● Identify role models who demonstrate positive emotional health. ● Describe appropriate ways to express and deal with emotions. ● Describe healthy ways to express affection, love, friendship, and concern. ● Explain the importance of talking with parents and other trusted adults about feelings. ● Describe the importance of being aware of one's own feelings and of being sensitive to the feelings of others. ● Explain the importance of respecting the personal space and boundaries of others. ● Identify characteristics of someone who has self-respect. ● Give examples of pro-social behaviors (e.g., helping others, being respectful of others, cooperation, consideration). ● Describe the value of others' talents and strengths. ● Describe how people are similar and different. ● Describe the benefits of healthy family relationships. ● Describe the benefits of healthy peer relationships. ● Identify characteristics of a responsible family member. ● Identify how family and peers can influence health behaviors. ● Demonstrate effective verbal and nonverbal communication skills.
GRADE 4	● Describe appropriate ways to express and deal with emotions. ● Explain the importance of talking with parents and other trusted adults about feelings. ● Identify feelings and emotions associated with loss and grief. ● Identify feelings of depression, sadness, and hopelessness for which someone should seek help. ● Identify possible causes and effects of long-term stress. ● Identify positive and negative ways of dealing with stress and anxiety. ● Explain that anger is a normal emotion. ● Identify nonviolent ways to manage anger. ● Identify personal stressors at home, in school, and with friends ● Identify characteristics of someone who has self-control. ● List physical and emotional reactions to stress. ● Demonstrate techniques for dealing with stress in healthy ways. ● Demonstrate self-control techniques. ● Demonstrate how to effectively ask for help with troublesome feelings.
GRADE 5	● I Identify characteristics of a mentally and emotionally healthy person. ● Explain what it means to be mentally or emotionally healthy. ● Identify role models who demonstrate positive emotional health. ● Describe the importance of being aware of one's own feelings and of being sensitive to the feelings of others. ● Identify characteristics of healthy relationships. ● Describe the benefits of healthy family relationships. ● Describe the benefits of healthy peer relationships. ● Identify characteristics of a responsible family member. ● Identify how family and peers influence health behaviors. ● Demonstrate effective verbal and nonverbal communication skills.

GRADES 6-8	● Explain the interrelationship of physical, mental, and social-emotional health. ● Describe prosocial behaviors that contribute to a positive classroom environment. ● Explain ways to improve emotional health. ● Compare and contrast healthy and unhealthy relationships. ● Describe characteristics of healthy relationships. ● Describe benefits of healthy relationships. ● Demonstrate effective communication skills. ● Demonstrate effective listening skills. ● Examine the importance of being aware of one's own feelings and of being sensitive to the feelings of others. ● Explain how the expression of feelings can help or hurt oneself or others. ● Describe examples of situations that require self-control. ● Analyze the risks of impulsive behaviors. ● Demonstrate appropriate ways to respond when angry or upset. ● Identify trusted adults to talk to about troublesome feelings. ● Summarize the benefits of talking with parents or other trusted adults about troublesome feelings. ● Describe warning signs that troublesome feelings require help. ● Identify anxiety and depression as troublesome feelings that require professional help. ● Demonstrate how to effectively ask for help for troublesome feelings for themselves or a friend. ● Explain causes and effects of stress. ● Describe personal stressors at home, in school and with friends. ● Explain positive and negative ways of dealing with stress. ● Identify skills for planning, time management and organization that can help reduce stress. ● Summarize feelings associated with loss and grief. ● Describe how to deal with grief in healthy ways. ● Demonstrate what to say to someone who has experienced the death of a loved one. ● Describe how social media, online gaming and other technology can impact mental and emotional health. ● Advocate for responsible social media and technology use that supports emotional health. ● Demonstrate decision-making skills that can be used to support emotional health. ● Use goal-setting skills to improve emotional health.

Pacing Calendar for the Instructional Unit

Break down DOK terms weekly to ensure that ALL DOK terms are addressed with rigorous activities by end of unit

Assessments of each DOK term should be conducted to determine comprehension and next steps
More than one DOK term can be addressed in a given week
Pacing Calendar can be adapted as needed to meet your students' specific needs

DOK terms	Monday	Tuesday	Wednesday	Thursday	Friday
Weeks 1-2 **Identifying** various emotions in a variety of ways. (i.e., visually/ acting out)					
Weeks 3-4 **Recognizing** why it is important to understand emotions/feelings.					
Weeks 5-6 **Compare** their feelings to that of another peer/teacher. (with support)					
Weeks 7-8 **Develop** ways to monitor personal behavior. **Connect** how feelings are linked to self-control and how to remain calm when upset.					

Health Report of Information Rubric

	1	2	3	4
ACQUISITION OF INFORMATION FROM SOURCES	I identified information about a topic but did not answer any questions or use any source.	I identified information about the topic and answered one question from one source using PMC. I matched a picture on supporting information to a topic in my report.	I identified information about a topic and answered two or more questions from one source using PMC. I matched pictures on supporting information to a topic in my report.	I identified information about a topic and answered more than two questions from more than one source using PMC. I matched multiple pictures on supporting information to a topic in my report.
ORGANIZATION AND SUBSTANCE OF REPORT	I introduced my topic, but I did not recognize, and vocabulary words or images related to the topic. I did not recall a fact from a source. I did not provide a conclusion.	I introduced my topic, recognized one vocabulary word or image related to the topic and recalled one fact from a source using PMC. I provided a conclusion.	I introduced my topic, recognized up to three vocabulary words or images related to the topic and recalled up to two facts from one source using PMC. I provided a conclusion.	I introduced my topic, recognized more than three vocabulary words or images related to the topic and recalled more than two facts from one source using PMC. I provided a clear conclusion.
PARTICIPATION IN THE WRITING PROCESS	I participated in up to two activities related to the task.	I participated in some activities related to the task, including identifying information, matching pictures, recognizing words or images, recalling facts, and revising as needed.	I participated in all activities related to the task, including identifying information, matching pictures, recognizing words or images, recalling facts, and revising as needed.	I participated in all activities related to the task, including identifying information, matching pictures, recognizing words or images, recalling facts, and revising as needed. I used technology to enhance my report.
PRESENTATION OF REPORT	I needed maximum levels of support to present my work. I lacked focus and did not wait my turn.	I presented my report to my teacher and peers with many supports. I conveyed information clearly using PMC.	I presented my report to my teacher and peers with supports. I waited my turn and I conveyed information clearly using PMC.	I presented my report to my teacher and peers with minimal supports. I waited my turn, conveyed information clearly using PMC, and stayed on topic. I also answered a question about my presentation.